

## LEARNING TOGETHER: WHAT IS A DATA-DRIVEN VISION?

<b>Purpose</b>	This tool provides a workshop to educate school staff about a data-driven vision and to foster discussion about the factors that contribute to a clear vision for data use at the school.
<b>Materials</b>	Whiteboard or easel
<b>Media</b>	<i>Earning Trust</i> , audio interview with the principal of Thompson Elementary School (2:26)  <i>Carrying Out the Vision</i> , audio interview with the principal of Shotwell Elementary School (2:41)
<b>Topic</b>	Using Student Achievement Data to Support Instructional Decision Making
<b>Practice</b>	Vision for Data Use

## Workshop: What Is a Data-Driven Vision?

Effective use of data transforms student performance data into knowledge that can be used to guide instructional decisions. After the school's data team creates a data plan, the team can provide staff with continued guidance on using data to support the school's vision. This workshop provides a general format that can be used to educate school staff about the school's vision for data use and develop staff capacity to utilize data.

This workshop provides examples of how two schools have worked to establish the culture, vision, and purpose for data use. Then, participants are encouraged to think about key components of a data-driven vision and brainstorm about action steps toward building a stronger vision. Schools and presenters can modify this workshop and the discussion questions based on teachers' knowledge of and experience with using data to make instructional decisions. If teachers are novices at using data, they may have basic questions about using data and relating data analysis to instructional planning.

To maximize participation and the effectiveness of the workshop, group teachers in a way that makes sense for the needs of the school (e.g., by grade level, subject, etc.) and hold separate workshops for each group.

### Earning Trust

Begin the session by asking participants to take notes while the group listens to the audio interview, *Earning Trust*, which describes how a trusting, collaborative climate affects instruction and student achievement at one elementary school. Encourage participants to think about how this information relates to their own experiences.

After listening to the audio interview, take a few minutes to discuss the following questions together as a group:

1. Why is it important to have trust, not only between the principal and teachers but also among teachers for instructional decision-making?
2. Why must teachers be able to communicate openly and work harmoniously in order to accomplish the school's goals?
3. Why do teachers need to understand the reasons behind a principal's push for results?
4. What is the best way for the administrative team and other teachers to support a teacher whose students are struggling?
5. How might establishing a culture of trust at your school affect the use of data to support instructional decision-making process?

### Carrying Out the Vision

Next, ask participants to take notes while listening to the next audio interview, *Carrying Out the Vision*, in which an elementary school principal describes the drive to use data to improve

instruction at her school. Again, encourage participants to think about how this school's vision and mission relate to their own experiences.

After the interview, discuss the following questions as a group:

1. What does the principal of Shotwell Elementary say is the purpose for using data at her school?
2. What are some other possible purposes for using data to make instructional decisions?
3. How can understanding the purpose for using data shape the vision for data-driven instructional decision making at your school?
4. How can this vision be carried out?

## Next Steps

Use the table below to lead participants in thinking about what components (e.g., a culture of trust, clear and regular communication) might contribute to a vision for data use at your school. . Participants can work in small groups to complete the table. The table includes example components that may contribute to developing a schoolwide vision for data use. Please have participants fill in as many components of a data-driven vision (the first column) as they come up with. Insert extra rows as needed for this. Then, participants can complete the rest of the table as they think about action steps that can be taken to achieve the vision.

Components of a Data-Driven Vision	Steps for Administration	Steps for Teachers	Steps for the Data Team	Schoolwide Actions	What is YOUR role?
<i>Culture of trust</i>					
<i>Consistent and comprehensive communication about how to meet the identified needs of the students</i>					
<i>Collaboration time</i>					
<i>Data coach</i>					
<i>Professional development focused on data use</i>					


After participants have completed the table, encourage them to share the action steps that they've listed for their school leaders, teachers, and themselves. To extend the discussion, ask participants what the challenges are to establishing a data-driven vision and some possible solutions. Use the following questions to stimulate thinking and discussion within the groups:

1. How can we motivate each other to use data? How can we model effective data use to encourage this behavior in our colleagues?
2. How does a culture of trust contribute to working collaboratively to use data?
3. How can we more effectively use structured collaboration time? How can we make sure data are part of our discussions?
4. What direction should our school take in establishing a stronger vision for data use?
5. What kinds of incentives would help encourage teachers to embrace and become part of a culture of data use?
6. What kinds of professional development would help foster a data-driven culture?

To close, bring the whole group back together to discuss everyone's ideas about the above questions and potential action steps. Encourage participants to leave the session with a clear idea of their role in fostering a schoolwide vision and culture for data use.